



ACADEMY IMPROVEMENT PLAN 2018-19

Key Priorities

1. Embed newly developed trust-wide assessment and tracking systems for core subjects. Embed therapeutic and social / emotional assessment systems (KPI1 & KPI2)
2. Further develop the quality of curriculum, teaching and pupil outcomes and whole academy improvement (KPI1 & KPI2)
3. Ensure that the academy adapts to changing cohorts and curriculum demands (KPI1 & KPI2)
4. To build on our improving student attendance and further improve the engagement of parents and carers and their involvement with student achievement in order to overcome barriers to learning and improve progress (KPI11, KPI12)

Key Priority 1: Embed newly developed trust-wide assessment and tracking systems for core subjects. Embed therapeutic and social / emotional assessment systems (KPI1 & KPI2)

Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria			
			Autumn	Spring	Summer	
Outcomes	1.1 Continue to embed the use of tracking and assessment in light of new curriculum and assessment structures (Maths).	Refine and formalise the use of maths progress descriptors and progress ladders for teacher assessment and to inform personalised planning.	EC to continue working with Maths development group and implement at BPA. DHT T&L to support and monitor.	Maths lead to attend regular trust maths development meetings.	Maths lead to have implemented trust initiatives, evidenced in trust moderations.	External review validates SEF judgement of Good
		Ensure that new assessment structures and tracking systems enable progress to be accurately monitored and evaluated.	DHT T&L and EC to implement tracking approaches based on latest variation of trust-wide maths assessment.	Evidence in planning will show next step learning and opportunities for challenge.	Teachers make accurate and assessment and judgements; evidenced in data collection.	Evidence in books shows clear sequence of learning and progress over time through a range of evidence types, demonstrated through internal & external monitoring.
		Use trust data to set challenging targets based on new trust outcomes framework	EC and DHT T&L to refine target setting rationale and system. EC to investigate further benchmarking opportunities external to the Trust for QA.	All pupils have SMART short term maths targets in their LP's.	Targeted interventions lead to an increase in pupil progress, evidenced by data collection.	All pupils entered for Appropriate qualifications based on individual starting points in maths and progress paths.
	1.2 Continue to embed the new curriculum and assessment / tracking systems (English).	Implement appropriate assessment and progress measures in all strands and areas of English.	HE to contribute to cross trust development and refine assessment descriptors. HE to ensure these are adopted across school through department meetings, supporting teachers and delivering CPD.	Assessment descriptors are embedded and pupils are routinely set personalised objectives.	Planning fully reflects next step learning in reading, writing, and Speaking and Listening.	Evidence in books shows clear sequence of learning and progress over time through a range of evidence types, demonstrated through internal & external monitoring.
		Use trust data to set challenging targets based on new trust outcomes framework	HE to evaluate current practice and ensure that data is fit for purpose. HE and DHT T&L to develop rationale and target setting system. HE to investigate further benchmarking opportunities external to the Trust for QA.	Consistent approach to all subject data analysis enables clear comparisons for action planning	Action plans/impact (all subjects) reflected successfully in internal/external moderation.	All staff enter data on time and accurately, monitoring shows that data is reflected by the evidence in books.

Teaching and Learning	1.3 Further develop the use of AFL and other forms of assessment and in order to promote rapid progress.	Build on the excellent use of questioning and further improve the effective use of feedback.	All staff to contribute to developing an academy wide approach to feedback and response, and adopt within the AFL policy.	Scrutiny informs areas of strength / development and in updated teaching plans.	All staff engage in CPD and involved in AFL reviews. Scrutinies identify improving use.	High quality feedback contributes to consistently outstanding judgements.
	1.4 Ensure that progress in the SCERTS framework is planned for and recognised as a progress measure.	Develop strong objectives and planned activities within PLT sessions to support the delivery and attainment of SCERTS targets where appropriate.	DHT and SEN to establish SCERTS cohort in SEN team meetings. DHT (Pastoral) and MDT to evaluate planning and lead CPD to develop use of SCERTS in PLT.	SCERTS targets integrated into SLP's where appropriate and evident in PLT planning.	SCERTS progress data available and evaluation leads to improved target setting.	SCERTS data available for outcomes evaluation. Future Aps informed.
		Ensure that Student LP's accurately refer to SCERTS linked targets with appropriate measure and outcomes.	DHT (pastoral) and MDT to conduct LP scrutiny and support where necessary	Scrutiny completed and individual feedback provided.	Scrutiny completed and individual feedback provided. Evidence of acting on previous feedback.	Scrutiny completed and individual feedback provided. Evidence of acting on previous feedback.
	1.5 Refine and embed the effective use of assessment and tracking in all foundation subjects.	Agree principles of foundation assessment and develop frameworks.	HoA and DHT T&L to establish current picture through AC meetings and SL's build into action plans. HoA to ensure regular time to evaluate and implement through Ac and Monday meetings.	AP's updated giving timescales for "roll out" FSL's include evaluation information into SEF.	FS assessment policies and frameworks reviewed and adapted as necessary.	FS assessment policies and frameworks reviewed and adapted as necessary.
		Implement suitable descriptors, considering attainment and progress "pathways".	SL's to continue to develop descriptors. SL's to monitor use and impact of descriptor use.	Progress descriptors written and initial roll out completed.	FSL's to consider curriculum routes and adapt descriptors as necessary.	FS maps and assessment routes / descriptors completed and used consistently.

PDBW	1.6 Ensure that all therapeutic and social / emotional based targets are rigorous, smart and have clear links to EHCP objectives.	Moderation of progress against learning plan targets to be built into evaluation schedule.	DHT (pastoral) to lead moderation and support as necessary.	Moderation completed and feedback given.	Moderation demonstrates increasing rigour.	Moderation demonstrates increasing rigour.
		Involve professionals in discussing targets and advising on strategies through target setting / strategy meetings with teaching staff.	HOA to create timetabled opportunities within Monday night schedule.	Schedule completed and strategies discussed.	Observations demonstrate increasingly strong use of strategies.	Progress data reflects improvements.
	1.7 Embed formal approaches to monitor and track social / emotional and therapeutic based targets	Develop and implement a system to track progress towards achieving SALT and OT targets and create formal opportunities within the evaluation cycle to monitor provision and impact.	DHT (pastoral) to work with MA team to ensure target setting is smart and develop tracking rationale and system. DHT (pastoral) to complete monitoring and evaluation activities. DHT (pastoral) to liaise with OT/SALT to compile progress reports.	Tracking system developed and trailed. MA team involved in smart target setting.	Progress evaluation completed and feedback to SEN team.	SALT / OT priorities identified and built into action plans.

Key Priority 2: Further develop the quality of curriculum, teaching and pupil outcomes and whole academy improvement (KPI1 & KPI2)						
Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria			
			Autumn	Spring	Summer	
Leadership and Management	2.1 Continue to develop the skills of middle leaders that enable them to take lead role in monitoring and evaluating performance and leading improvements	Allow subject leaders more frequent opportunities to evaluate and improve teaching and learning in their subjects through joint observations and paired teaching.	HoA and DHT T&L to mentor through joint informal observations and formal appraisal process.	All ML's to have taken part in T&L obs and demonstrate sound judgements	ML's demonstrate increasing confidence in giving feedback	ML's demonstrate confidence in offering challenge
			Ensure specialist teacher mentoring of less experienced / non-specialist teachers.	SL's to have observed any non-specialists or less experienced and formed actions plan	SL's demonstrate ability to support the practice of non-specialists	SL input has clearly identifiable impact on improved judgements and outcomes
		Formalise the Academic Team meeting structure, rationale and aims in order to facilitate more contributions to academy improvement	HoA and DHT T&L to implement meeting schedule and develop rationale / agendas in line with whole academy evaluation schedule and priorities.	AC team minutes demonstrate increasing involvement in academy improvement	Middle leaders demonstrate enhanced impact through appraisal targets	Middle leaders demonstrate enhanced impact through appraisal targets
		Support subject leadership through CPD and establish clear role expectations with mentoring support.	HoA and DHT T&L to build CPD into academic meeting structure. HoA to identify training opportunities. Support EC, IB and HE in application for NPQML / SL. DHT T&L to forge links for CPD of other leaders.	Subject leaders clear on expectations and responsibilities.	SL's complete CPD activities and set own targets for personal development and demonstrate increasing capacity.	SL's demonstrate highly effective leadership and management, and are able to mentor others.
		Establish access / involvement to subject networks beyond the trust in order to keep aware of developing practice.	Subject Leaders to make contact and join groups. Feedback through SLT and evidence developments through subject sef and improvement plan.	SL's attend networks and disseminate information.	Network information informs Subject development where appropriate.	Network information informs Subject development where appropriate.
		Ensure that appraisal targets for TLR / Expert teachers have identified academy / cross trust activities	Appraisal leads to evaluate within appraisal cycle.	Appraisal targets set in line with academy aims.	Moderation of targets demonstrates rigour at all levels.	Appraisal reviews successful based on high quality evidence.

Leadership and management	2.2 Refine structures in order to ensure impact	Review roles and responsibilities of the leadership team following allocation of new DHT (T&L).	HoA / Exec head to evaluate current roles / structure and redistribute as required in line with AIP and strategic aims	SLT / MLT structure in place and communicated.	Structure / roles reviewed and adapted as necessary.	Structure / roles reviewed and support AIP cycle.
		Create developmental action plans for all members of SLT.	HoA to develop and review leadership action plans in 1:1 appraisal progress / development meetings	Action plans in place, clearly demonstrating intended impact.	Action plans reviewed and updated in line with evolving priorities.	Challenge partners and QA reviews validate impact of evaluated action plans.
	2.3 Enhance leadership capacity at all levels and consider needs of succession planning	Identify upcoming leadership talent and create opportunities to contribute to whole school and cross trust improvement.	LM and DW to engage with Aspiring Leaders programme and HoA to identify distributed leadership opportunities to support.	Specific appraisal targets for aspiring leaders completed by 31/10.	Significant progress to achieving aims demonstrable.	Aims completed. LM and DW demonstrate enhanced capacity.
			HoA and Ex HT to identify opportunities for cross academy collaboration and development opportunities.	Opportunities for leadership projects established.	Relevant staff engage with collaboration projects.	Leaders demonstrate increased skills and capacity.
			HoA to evaluate staff roles and responsibilities and re-organise as necessary.	Responsibility matrix completed. Revised roles and responsibilities in place and staff clear. Revised structure proposed and consultation completed.	Revised structured in place and appraisal targets adapted as necessary. Staff demonstrate effective performance.	Benefits of revised structure evident through enhanced efficiency. Appraisal demonstrates effectiveness.

Leadership and Management	2.4 Ensure that all senior leaders continue to access meaningful CPD	Conduct skills audits to identify CPD needs and set against career wishes and remodelled structure.	HoA to facilitate skills audit for SLT. HoA to work with RH in identifying suitable CPD.	HoA to hold career aim interviews. Skills audit completed and areas for development identified in line with structure. Initial CPD sourced and leaders complete.	Mid-term appraisal review informs additional CPD needs. Reviewed skills audit demonstrates increased confidence in areas for development.	Skills audit / review informs future career development plans.
		Create opportunities for all senior leaders to experience different approaches to leadership.	HoA investigate network opportunities for senior leaders to shadow leaders in other academies / in NE region external to trust.	Shadowing / challenge partner activity completed. Leadership partners established.	Shadowing day completed and reflection / feedback delivered.	Future links identified and career needs used to inform future CPD needs.
		Engage with Challenge Partner networks in order to support skills development	DHT T&L to Engage with challenge partner training and review days for own CPD	Review Partner training completed. NE hub meetings attended.		
	2.5 Ensure colleagues in the expert teacher career stage have targets that demonstrate greater impact on whole school priorities.	Apply the 2018/19 policy to make explicit the difference between UPS1,2&3 career stage targets.	EHT to provide guidance to leadership on Expert teacher appraisal as per the new Trust policy. HoA to identify appraiser/apprises.	SLT write highly effective appraisal targets that clearly link to Expert career stage and enable impact.		
		Moderate appraisal targets within school and across the Trust.	HoA to lead moderation internally. HoA /EHT and HoA from Portland Academy to moderate Expert Teacher appraisals.	Moderation demonstrates consistent high quality target setting.		

Leadership and Management	2.6 Promote positive approaches to improve the health and well-being of staff	Develop a programme of Health and well-being activities.	MMc to liaise with SLT to develop and implement programme of events. MMc to Coordinate BHAW award.	Autumn programme developed and delivered (Target two activities). Achieve Bronze award.	Spring programme developed and delivered (target 3 activities). Develop action plan for further improvement.	Summer programme develop and delivered (target 3 activities). Impact on staff attendance evaluated and staff questionnaires indicate positive impact.
	Increase the numbers of HWB advocates and support structures		MMc and HoA to source CPD MMc To build "catalogue" of services and promote	Two additional staff trained as HAWB advocates. Identify staff for mental health first aid training	Catalogue of support services available for staff reference.	Establish viability of insurance services at academy level and budget.
	Work with the well-being group and whole staff team to address workload demands and develop more intelligent systems where possible		HoA to meet regularly with HAWB group in order to develop an action plan HoA to identify workload issues and take reasonable steps to reduce pressure points etc. HoA to keep up to date with union / dfe guidance on reducing workload and ensure recommendations are considered	Timetable of HAWB group meetings published. Action plan developed.	HAWB group feedback indicates positive changes implemented. Action plan evaluated and updated.	Action plan evaluated and updated. Workload changes evaluated to inform 19/20 planning.

Priority 3: Ensure that the academy adapts to changing cohorts and curriculum demands (KPI1 & KPI2)

Aim		How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
				Autumn	Spring	Summer
Outcomes	3.1 Ensure that the curriculum and qualification framework fully meets the needs of a diverse and evolving cohort, and allows all learners to achieve meaningful qualifications / accreditations	Subject Leaders to map out curriculum pathways and qualification routes. Identify areas of concern and seek new qualification / accreditation opportunities where required to meet changing needs.	DHT T&L with subject leads through academic meetings and cross trust working groups. Subject leaders create clear “access criteria” in order to be able to personal curriculum routes to improve student outcomes.	SL’s fully aware of qualification changes and options. SL’s develop “access criteria” through action plans.	New qualifications established and curriculum routes adapted.	Option choices reviewed. Qualification groups formalised for 19-20. Timetable structured.
		Identify opportunities to access an even broader range of work related learning and vocational learning programmes in KS4 and 5.	DHT (T&L) and AHT (6 th form) to engage with employers / training providers and establish opportunities.	Directory of opportunities compiled and new providers established.		
	3.2 Ensure the highest rates of progress and personal development for the most vulnerable	Develop and implement an “OB2L” programme that identifies the most vulnerable learners and ensures that the correct interventions positively impact on progress.	SJ to set rationale and liaise with HR and finance regarding staffing implications. DHT (T&L) to line manage and monitor progress and impact through appraisal.	Lead teacher identified. Rationale designed and cohort identified.	Initial conversations with parents help. H-S link worker engaged. Additional support identified.	Initial progress data shows positive trend. Parental feedback demonstrates improvements against targets.

Teaching and Learning	3.3 Ensure that the curriculum and teaching approaches / strategies are innovative, and cater for changing cohorts	Engage with wider groups of special schools / networks to maintain curriculum innovation. Further develop Thinking Schools approaches through “ambassador” group to build on strengths	DHT (T&L) to form links and signpost staff. Subject Leaders to make contact and join groups. Feedback through SLT and evidence developments through subject self and improvement plan. Subject leads to feedback through Monday meetings and Ac team meetings. JS to source L3 training. JS to lead group and develop programme of engagement.	Networks established. SL’s attend networks and disseminate information. L3 Training completed. Thinking schools AP completed. Ambassadors identified.	CPD needs and opportunities identified through department meetings. Network information informs Subject development where appropriate. Networks established and programme of activities started. Thinking skills / independence skills impact clearly seen.	Network information informs Subject development where appropriate. Future planning / needs identified through evaluation.
	3.4 Develop all staff skills and knowledge in order to more effectively deliver specialist frameworks and approaches where appropriate (Teach, PECS, SCERTs) for more complex learners	Audit skills to establish what specialist training is required. Create opportunities to share practice in order to better embed these approaches in everyday practice.	DHT T&L to conduct audit and prioritise training needs. DHT T&L to source appropriate CPD. DHT T&L to create shared practice programme. DHT (T&L) to ensure that all information regarding approaches and strategies for transition are communicated.	Training needs understood and form T&L action plans. Training schedule established. SAP’s clearly identify action points.	Specialist training completed. Proportion of outstanding T&L over time increased as a result of strategy use.	Proportion of outstanding T&L over time increased as a result of strategy use.

Teaching and Learning	3.5 Improve the use of numeracy and literacy across the curriculum	Establish whole curriculum needs and develop cross curricular map and resources.	HE and EC to establish working groups and map out skills. Foundation leaders to ensure opportunities are factored into schemes of work and monitor deliver through observations where possible.	Support needs identified. Initial CPD completed. Schemes identify opportunities.	Appraisal observations and other monitoring activities identify increasingly good practice.	Use of literacy and numeracy across the curriculum self-evaluated as outstanding
		Review the calculation and writing policies in order to ensure consistency and standards.	HE and EC to review / update.	Existing policies reviewed.	Renewed policies approved and circulated.	
	3.6 Improve the effectiveness of "HW" in supporting curriculum, independence and skills	Gain Parent view input through surveys and create parent body to gain regular feedback.	HoA to identify lead member of staff. Lead staff to produce action plan and surveys.	Lead staff clear on role / responsibility and aim. AP written. Surveys completed.		
		Ensure that HW is cohesive and that all activities contribute to links into curriculum aims / personal learning targets.	Lead staff to work with all subject leads to establish process and timelines. Subject leads to develop HW resources / approaches.	"HW" opportunities mapped into schemes. Resources developed.	Improved "HW" approaches trialled. Parents informed through information evening / website etc.	Impact seen through progress / EHCP target data.
		Investigate IT platforms in order to create access to home-school learning	ICT team and Lead staff in investigate virtual platforms	Platform options and budget implications established.	"HW" platform established and accessible. Engagement levels improved.	Progress data reflects positive impact.
	3.7 Further embed the use of sensory profiles in order to achieve higher levels of regulation and engagement in learning	Enhance opportunities for teachers and LSA's to collaborate with OT/SALT to ensure that the "whole child" is being catered for within lessons wherever possible within class as part of everyday practice.	HOA to build MDT input time into Monday meeting schedule. SLT / MDT with appraisal leads to monitor strategy use and effectiveness through evaluation activities.	Sensory profiles build for all students in need. Profiles communicated. Monday CPD completed.	Lesson observations evidence improved use of sensory approaches. Behaviour logs reflect improvements.	Lesson observations evidence improved use of sensory approaches. Behaviour logs reflect improvements.
		Ensure that any sensory based SLP targets are strong and smart to enable better monitoring and tracking to build upon the impact of sensory profiles	DHT (T&L) to scrutinise and provide timely feedback.	SMART SLP targets moderated and feedback given. Resource needs / strategies established.	Monitoring activities demonstrate higher rates of progress towards sensory targets.	Monitoring activities demonstrate higher rates of progress towards sensory targets.

PDBW	3.8 Allow students to have more opportunities to lead their own learning and enjoy an enriched motivating curriculum that develops their interests	Continue to develop a programme of enriched curriculum activities that allow students to work together across year groups and pursue own passions and interests.	HoA to launch and communicate “vision”. HoA to facilitate development time and develop steering group. Steering group leads to develop strategic plan and roll out programme.	Working group formed. Initial structured develop. Trial groups in Aut2.	Groups and staffing reviewed. Effectiveness evaluated and priorities established.	Events completed. Progress towards SLP targets evaluated and show enhanced progress rates.
		Continue to capture student voice in learning evaluations and ensure that points are used to inform future improvement	Student voice lead to ensure that curriculum evaluations are refined and powerful. Student voice lead to feedback as appropriate. DHT (T&L) to facilitate meetings with subject leads to consider findings.	Student voice completed. Group leaders build student voice into curriculum / activities where possible.	Student voice reviewed.	Student voice reviewed.
	3.9 Broaden the range relevant therapeutic approaches.	Identify and source appropriate training (Drawing and Talking, nurture and Time to Talk approaches) in order to broaden the range of therapeutic approaches.	HoA to consider training needs and budget requirements. HoA to consider current teacher / LSA responsibilities and refine roles as necessary.	Therapy training identified. Staff responsibilities distributed.	Additional training completed and therapies forming part of “core offer”.	
		Ensure that access to therapeutic groups s are targeted, timely and monitored with a strong outcome led approach.	DHT (pastoral) to work with staff responsible to develop “referral” guidelines and monitoring / tracking approaches.	Nurture groups identified and initial sessions delivered. Progress to SLP targets demonstrable. Cohorts for additional therapies identified.	Additional therapy delivered to identified individuals / groups. SLP target progress seen.	Additional therapy delivered to identified individuals / groups. SLP target progress seen.

Key Priority 4: To build on our improving student attendance and further improve the engagement of parents and carers and their involvement with student achievement in order to overcome barriers to learning and improve progress (KPI11, KPI12)

	Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
				Autumn	Spring	Summer
Leadership and Management	4.1 Continue to improve attendance from 92.9% (summer 18) to 95% (KPI11) and build upon successes	Identify high priority students through regular analysis and form timely action plans. Provide timely support to parents / carers and better involve them in reviewing attendance issues.	HoA to redistribute leadership responsibility to DHT (pastoral) and identify training needs. DHT (pastoral) to liaise with trust-wide lead and other attendance leads to share practice and evaluate attendance plans.	Students identified Plans developed and implemented. Family liaison post drafted for recruitment.	Students identified Plans reviewed and implemented. Family liaison worker recruited and caseload established. Positive impact on attendance.	Students identified Plans reviewed and implemented. Family liaison work caseload updated as necessary. Improved attendance evident.
	4.2 Continue to ensure that intervention is supported and early in order to reduce levels of PA (KPI12)	Create an enhanced role to work with parents to develop and deliver effective attendance support. Better identify those “at risk” of PA in order to allow earlier intervention to pre-empt.	HoA to investigate addition of Family liaison role to pastoral team structure in order to support attendance and engagement. HoA to re-evaluate LSA attendance role and responsibilities.		Family liaison worker recruited and caseload established. Positive impact on attendance.	Family liaison work caseload updated as necessary. Improved attendance evident.
		Conduct thorough analysis in order to better understand PA patterns and inform interventions	FL officer and Attendance LSA with SEN team to analyse and action plan. DHT (SEN) to work with FL officer to source / deliver support DHT (SEN) to consider funding needs through EHCP reviews	Initial attendance analysis completed.	PA “types” identified and strategies to support identified with OB2L lead and FL officer	Positive impact of PA rates
	4.3 Enhance the quality of information available to parents	Develop improved reporting systems so that parents are better informed on the progress made in all areas, and targets for future learning.	HoA to refine establish improved schedule and communicate. SLT to develop interim report formats and liaise with subject leads / teachers to ensure cohesiveness. HoA to clarify reporting expectations and facilitate / deliver cpd re improving report writing.	Interim report format completed. Report writing criteria agreed. CPD delivered. Parent awareness evening completed.	Reports demonstrate more detailed and succinct progress information. Positive parent feedback gained.	SLT report moderation / scrutiny reflects better quality of end of year reports.

PDBW	4.4 Improve the progress, welfare and engagement of students facing the greatest barriers to learning.	Refer to 3.2				
	4.5 Improve the ability for students and parents to recognise and respond to on-line threats by developing our online safety education.	Ensure that all members of teaching staff are CEOPS aware, and regularly updated	ICT and CPD lead to provide source regular updates. ICT lead to provide in house training.	All staff e-safety trained and CEOPS aware		
		Ensure that parents are fully aware of developing risks and actions they can take in order to minimise these	ICT and safeguarding leads to form information packs for parents and publish. ICT lead to develop workshops / drop ins to provide advice and guidance to parents. HoA to establish corporate ICT team input through ICT team meetings and feedback.	Parental information out. Meeting ICT team to form AP completed.	Parental workshop delivered. Information updates out.	Feedback reflect improved parental knowledge. Number of e-safety concerns reduced.
		Further develop the e-safety curriculum in order to ensure it meets current needs and that it is "fit for purpose" in light of evolving threats.	ICT lead to review current curriculum content and make timely adaptations. ICT lead to engage with any network groups to share good practice.	Review completed and curriculum updated.		
4.6 Continue to ensure that the PSHEC curriculum and SRE curriculum are effective and relevant to the needs of BPA students.	Ongoing review of PSHEC curriculum to ensure changing needs of students are met. Direct use of PSHEC national guideline criteria to assess effectiveness.	Development of new curriculum across KS3 and 4 throughout the year. Use of educare as cpd for staff teaching PSHEC. Review of curriculum with teaching staff Development of tracking and monitoring of students against PSHEC national guideline criteria.	curriculum in place. Tracking spreadsheet established with staff cpd on use and links to curriculum	Ongoing tracking enables review and action points identified	Evaluation and action planning completed.	

PDBW	4.7 Improve levels of parental engagement in order to further improve progress.	Establish the use of Seesaw.me to share achievements and progress information in a more timely and effective way.	HoA to ensure that software / hardware is available and set up. HoA to facilitate training. HoA to communicate with parents and organise roll out to parents. DHT's to collaboratively monitor use, engagement and effectiveness.	Ipads set up for seesaw. Initial training delivered. Lead staff identified	Parental feedback positive. Increasing levels of engagement through platform.	App use developed to broaden coverage and impact on progress information
		Create an improved programme of workshops and support meetings for parents in order to help parents support progress.	HoA to establish H-S link role. H-S link to liaise with parents and SEN / T&L teams to establish workshop focuses. H-S link to establish staff involvement and resource needs.	H-S link recruited. Nature of programmes established through consultation. 2 workshops delivered.	Programmes reviewed. External provider links established. 3 Workshops delivered.	3 Workshops delivered. Programme refined for following year. Increasing parental involvement.
		Establish parent forum and informal parent voice groups.	HoA to distribute LAB member invites and recruit parent reps. HoA to establish "informal" feedback group and set <i>guidelines</i> . HoA to develop meeting calendar and manage meetings.	LAB reps recruited. Informal group formed and programme set in calendar.	Parental feedback contributes to priority setting. Improvements in engagement evident.	Parental feedback contributes to priority setting. Improvements in engagement evident.
	4.8 Revise the EHCP review process to ensure greater student involvement and engagement.	Introduce Person Centred Planning approaches into EHCP reviews. Create termly opportunities to share EHCP target progress with parents and carers.	Meeting to Introduce Person Centred Planning to staff Look at different ways to collect student's views. Parent survey on how parents would like information Introduce the My Plan to students and students to understand what the EHCP means to them. Students to decide how they want their views recording. 80% of students contributing to attending and/ or their review 20% contribute to their review through specialist provision (SALT)	EHCP targets shared at parents evening through the learning plan EHCP targets reviewed at the EHCP meeting Autumn term students completed	EHCP targets shared at parents evening through the learning plan, EHCP targets reviewed at the EHCP meeting Spring term students completed	End of term report to parents. Summer term students completed

PDBW	<p>4.9 Ensure that students have enhanced opportunities for to lead others and deliver workshops / training.</p>	<p>Map opportunities for students to lead projects / aspects of the current curriculum and explore new areas where students can and want become actively engage in leadership.</p>	<p>DHT (T&L) to ensure student voice is included in curriculum development plans. DHT (T&L) to work with key staff to consider where Student Leaders can be built in to provision. DT (T&L) and subject leads to investigate appropriate accreditations.</p>	<p>Enriched curriculum designed to take into account student areas of interest. SL's to investigate and design potential "leaders" and recruit.</p>	<p>Leaders will have engaged in a number of academy wide activities.</p>	<p>Leaders will have been involved in trust wide activities and experiences.</p>
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6th Form Improvement Plan

2018-19

Priority 1: Curriculum and Progress					
Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
			Autumn	Spring	Summer
1.1 Continue to embed and formalise the use of the independence skills tracker to inform personal targets	A focus on 60 key life skills developed using disability living framework and ASD specialist teachers and MDT. Delivered within Independence Skills sessions with all 16-19 students. Student input in to identifying 60 life skills along with self-evaluation at baseline and subsequent on-going progress indicators.	Assistant Head and Independence Lead to oversee process. Class teachers involved in the delivery of Independence Skills curriculum.	3-way evaluation of 60 key life skills – student, home, school. Focus areas identified for development with each student.	3-way re-evaluation of 60 key life skills Re-focus on identified areas for development based on re-evaluation and progress made Cohort progress evaluation.	3-way re-evaluation of 60 key life skills Cohort progress evaluation.
1.2 Seek opportunities to offer alternative curriculum provision in order to cater for an evolving cohort need.	Opening of Café Ascent in partnership with Springboard training provider. Identified individuals to staff Ascent Café 1 day per week.	Assistant Head and CEIAG Lead along with Work Placement mentor. 1 day per week for up to 10 students. Staffing of Ascent Café by 16-19 students for at least 1 term.	Initial cohort identified for Café Ascent. Staffing identified Initial cohort training front of house and kitchen. Opening of Café Ascent.	Second cohort identified for Café Ascent. Second cohort training front of house and kitchen. Initial evaluation of programme – processes and student progression.	Third cohort identified for Café Ascent. Third cohort training front of house and kitchen. End of year evaluation of programme – processes and student progression Year 2 discussion.
1.3 Continue to develop and review SETPD programme effectiveness to more accurately reflect changing students' needs and ability regarding life skills.	Termly review of curriculum offer within SETPD model. Yearly review with a view to upcoming cohorts and subsequent altering of provision offer.	Assistant Head with all staff involved in delivery of SETPD programme across Independence, PSHE, Citizenship, CEIAG units. Review to identify success or early identification of changes that need to be made with current or future cohorts based on needs.	SETPD programme up and running. Groupings evaluated to ensure appropriate level of course.	Evaluate progress through termly reporting with subsequent adjustments if required.	Completion of units. Overall evaluation of programme for current cohort Evaluation of effectiveness for future cohorts with adjustments identified if necessary .

Priority 2: Work related Learning and CEIAG					
Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
			Autumn	Spring	Summer
2.1 To continue to create access to work placements in order to contribute to achieving 100% engagement.	Invite new employers to visit sixth form events as introductory activity. Fully implement internal work activities/job carving initiative.	WRL Lead. Build on existing celebration events by introducing new employers introduced via NELEP Enterprise Advisor. WRL Lead and Assistant Head to ensure appropriate job roles available internally	Employer Engagement Event held in conjunction with Celebration of work related learning achievements December 2018	Internal Job Carving Placements in operation across school.	Final Employer Engagement Event and Celebration of Achievements – Sponsorship of Awards.
2.2 To achieve 8 Gatsby targets by 2020.	Review Compass Tool - as part of Careers Hub place (We are HUB School for the Careers & Enterprise Council HUB via NELEP). WRL Lead to continue to represent the academy on the SEND Gatsby group (chaired by the NELEP) Continue with whole school awareness raising and links to core subjects. Continue to deliver the CEIAG curriculum and continue to meet the Quality in Careers Award achieved 2018.	WRL Lead revisit Compass Audit tool (last updated Feb 2018) fully met 2 benchmarks. WRL Lead - ensure that the benchmarks are realistic and reflective of our practice in SEN. WRL Lead - Continue with Termly CEIAG report to SLT and staff briefings. Teachers led by WRL Lead - following Curriculum plan already mapped to Gatsby benchmarks.	Attend launch of NE Careers HUB. review Compass Audit. Report submitted to NELEP – October 2018. Termly CEIAG report to SLT.	Action Plan monitoring against benchmark 5&6.	Evaluation of CEC funded support.
2.3 Implement a programme of Academy based “job carving” in order to promote work skills and further develop students’ understanding of the world of work .	Staff development of job carving opportunities within Academy. Advertisement of available jobs Application for jobs by students in areas of interest. Awarding of jobs to successful candidates. Staff mentors identified to monitor success in roles.	Assistant Head, CEIAG Lead, staff mentors. Half termly tutorials to appraise progress in job roles.	Job carving roles identified with line managers. Student applications and interviews. Students start roles Tutorial system in place. Employee of the week established.	Evaluation of job carving and alterations/additions to roles. Student voice involvement in developments Job carving extended to provide services at National Theatre Connexions performances.	Evaluation of job carving and alterations/additions to roles Employee of the year.

Priority 3: Social dimensions for learning

Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
			Autumn	Spring	Summer
3.1 Improve the social links and opportunities that students have after transition from BPA	Introduce "KIT" programme Use of Academy alumni as speakers to motivate and show what is possible post BPA	Assistant Head and Transition coordinator Planned visits/assemblies by ex-students in a range of post 19 education, employment and training	Contacts with alumni established Monthly visitors programme in place	Monthly visitors programme in place across a range of post 19 destinations Incorporate alumni in to school events	Monthly visitors programme in place across a range of post 19 destinations Incorporate alumni in to school events
3.2 Support the social development and "social health" of students in age appropriate settings	Opportunities to lead and organise social events outside of school time and away from the Academy	Assistant Head and after-school coordinator Monthly 'social club' gatherings with staff supervision but directed by students as a social gathering in a non-school environment	Staff sourced for evening 'social club' Student voice involvement in sourcing appropriate venues for 'social club' Monthly socials	Evaluation of student well-being data to assess social and wellbeing impact Monthly socials	Evaluation of student well-being data to assess social and wellbeing impact Monthly socials Evaluation of programme by students, staff and home

Priority 4: Enterprise and employability					
Aim	How will we achieve this?	Who will be responsible and what will be done?	Success Criteria		
			Autumn	Spring	Summer
4.1 Improve employability links through shop / horticulture	Development of employability enterprise groups within curriculum time to set up and run a profit-making business Student led product development, marketing and sales	Employability tutors Setting up and running of businesses with sales outlet in academy, Café Ascent and shop opportunities	Student voice input in deciding enterprise Employability sessions in curriculum time Student/staff planning with product and sales Sales at Café Ascent and school events	Evaluation of progress in enterprise businesses with subsequent business plan for remainder of year Source at least 1 non-school based sales opportunity Sales at Café Ascent and school events	Sales at Café Ascent and school events Final evaluation of enterprise by students and staff Final submission of accounts
4.2 Create more opportunities for students to move into the world of work	Development of links with local businesses through local enterprise partner (NELEP) Access to local business and training providers to develop pathway to employment/volunteering	Assistant Head, CEIAG lead, work placement/transitions coordinator Continued development of links with local business and work-related organisations	Meet with Enterprise Advisor. Identified Employers invited into school to celebration event. – December 2018	One new business identified each term. Sponsorship of awards in place.	Review impact of business engagement. Final celebration event. Work place Student of the year – awards.